DOCUMENT RESUME

ED 221 160 IR 010 234

AUTHOR Tuscher, Leroy J.
TITLE School-Based Delivery of Interactive Television for the In-Service of Regular Teachers on Learner Developmental Disabilities. Final Report.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE Oct 81
NOTE 116p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Developmental Disabilities; *Electronic Equipment; Elementary Education; Emotional Disturbances; Input Output Devices; Inservice Teacher Education; Learning Disabilities; *Learning Modules; *Mainstreaming; Physical Disabilities; *Production Techniques; Programed Instructional Materials; Videotape Cassettes
IDENTIFIERS *Two Way Television

ABSTRACT

The primary objective of this project was to increase the knowledge of individuals concerned with the needs of the developmentally disabled by developing and delivering inservice training activities for "regular" education personnel. This was accomplished by designing and implementing a set of individualized, interactive videocassette training modules which concentrated on a set of factors having the potential to contribute to the social integration of handicapped youngsters into the mainstream of schooling, and to sensitize educators to the handicapped child and various handicapping conditions. The outcomes of this project were threefold: educators acquired an understanding of the problems of the social integration of handicapped children and knowledge of the implications of the various handicapping conditions; the training modules were provided at the location or site of employment; and the training program demonstrated the efficiency and effectiveness of an alternative instructional delivery system utilizing recent technological innovations in interactive television. Appendices include a review of more than 30 films, filmstrips, slide/tape programs, and videotapes with information on the source, handicapping conditions presented, implications for learning, classroom strategies, factors inhibiting or enhancing socialization, and possible achievement levels; documentation of copyright agreements; a detailed description of the production methods used; pretests and posttests used in conjunction with the videocassettes; and segment tests for the video responder. (Author/LMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED221160

Final Report

Project No. 80-6.1.2, ME 8089
Project ME (BSE) 5-30-350-043

SCHOOL-BASED DELIVERY OF INTERACTIVE TELEVISION FOR THE IN-SERVICE OF REGULAR TEACHERS ON LEARNER DEVELOPMENTAL DISABILITIES

Leroy J. Tuscher
Lehigh University
Bethlehem, Pennsylvania

October, 1981

The research reported herein was performed pursuant to a contract with the Office of Special Education, Pennsylvania Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Department of Education position or policy

PENNSYLVANIA DEPARTMENT OF EDUCATION

Office of Special Education

IR010234

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Leroy J. Tuscher
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CHAPTER I

Introduction

The primary objective of this project was to increase the knowledge of individuals concerned with the needs of the developmentally disabled by developing and delivering in-service training activities for "regular" education personnel in the Carbon-Lehigh Intermediate Unit service area. The in-service training units were designed to assist the educator in his efforts to comply with the provisions of Public Law 94-142 through professional development. This was accomplished by designing and implementing a set of individualized interactive videocassette training modules.

Objectives

Based on the results of a formal assessment of in-service training needs of regular classroom teachers and school administrators in the Carbon-Lehigh Intermediate Unit #21 service area, the Mainstreaming Committee and the Director of Special Education of I.U. #21 recommended that in-service education be provided for all teachers in the area of mainstreaming to enhance and to further develop an understanding of the mainstreamed student and the problems they encounter in a regular classroom setting.

As a result of the above analysis of training needs, the areas of greatest need for personnel training recommended for "regular" educators were related to competency numbers 2 and 6 listed in Guidelines for the Preparation of Teachers (PDE, 1980). They are:

Competency 2: The Educator Understands the Implications Which Handicapping Conditions Have for the Learning Process.

Competency 6: The Educator Facilitates the Social Acceptance of Persons With Handicaps by Encouraging Positive Interpersonal Relationships.

The training modules for professional development concentrated on a set of factors which have the potential to contribute to the social integration of handicapped youngsters into the mainstream of schooling, and to sensitize educators to the handicapped child and the various handicapping conditions.

Outcomes

The intended results and/or benefits of this project were threefold. The first is that the educators will have acquired an understanding of the problems of the social integration of handicapped children, and a knowledge of the implications of the various handicapping conditions. More specifically, educators participating in the project will be able to demonstrate:

(1) Knowledge of those factors which can inhibit or enhance the social integration of the handicapped child into the mainstream of schooling.

(2) Knowledge of the various handicapping conditions.

(3) Knowledge of the sensitive nature of the handicapped child in the regular learning environment.

(4) Knowledge of strategies for presenting a learning program for the handicapped child.

Secondly, the training modules for the "regular" educator were to be provided at the location or site of employment.

The third outcome was to demonstrate the efficiency and effectiveness of an alternative instructional delivery system utilizing recent technological innovations in the area of interactive television.

CHAPTER II

Product Development

Several options for the design of an in-service program for regular classroom teachers of mainstreamed students were considered: one involved writing and producing original video programs. A second approach encompassed reviewing extant audio-visual materials to determine the feasibility of adapting them for use with interactive television, and a third approach which integrated the design aspects of the previous two approaches. The third strategy was utilized in this project.

Audio-visual materials which dealt with the following objectives, (a) identification of the various handicapping conditions, (b) implications these conditions have on the learning process, (c) classroom strategies for use with the mainstreamed handicapped student, and (d) factors which enhance or inhibit the social integration of the mainstreamed student, were collected from the media libraries of Carbon-Lehigh Intermediate Unit #21, Pupil Services Division of Allentown School District, Lehigh University Department of Special Education, and Research and Information Services for Education (R.I.S.E.).

An evaluation system was constructed for use while reviewing the films and/or filmstrips. The above-mentioned objectives were included as criteria for use in the project along with "Possible Achievement Level" which provided letter grades indicating categories of potential usefulness. This allowed the reviewer to note which objectives the film or filmstrip addressed and the quality of this treatment relative to the project's goals (see Appendix A).

The evaluations were then collated to determine the degree to which extant material satisfied the four learning objectives. Analysis indicated that adequate quantities of extant materials addressing the four objectives existed and that it was feasible to adapt them for use in three, fifteen-to-twenty-minute videotaped modules. Recommendations were made concerning the media that would be best suited to fulfill the objectives of this project.

The audio-visual companies were then contacted and permission was granted to reproduce segments of specified materials (see Appendix B). After making arrangements for credits to be given, permission fees to be paid, etc., the necessary permissions were received.

Inquiries were made concerning the technical capacity to transfer filmstrip to videocassette. Carbon-Lehigh Intermediate Unit #21 and Northampton County Community College had the required standard film chain to make the required transfer.

Segments of extant audio-visual materials were selected for transfer to 3/4" videotape based on their ability to fulfill project objectives. The sixteen minute film was transferred directly to 3/4" videotape using a standard film chain, while the filmstrips required use of the Kodak adapter for converting standard slide projector for use with filmstrips. This produced acceptable wall-projected images which could not be incorporated directly into the film chain. To avoid keystoning problems which are the result of filming wall images, a mirror screen was used which allowed the filmstrip image to first be projected onto a mirror and then be reflected onto a rear screen. A Skagami camera then photographed from a front screen. The Skagami video output and the audio output from a standard cassette were recorded directly onto video.

In preparing to edit a master tape, a control track was laid in the normal manner with two provisions made to insure smooth operation of the responder units. First, approximately fifteen seconds of tape was reserved without any control track at the beginning of the cassette and secondly, rather than recording a black control track, a blue one was recorded. This was done to avoid a black television screen appearing between segments.

Problems occurred when the transferred material was viewed using 3/4" decks. The transfers, which were fine when the original decks were used, now were overmodulating in contrasting scenes producing heavy picture jitter, especially around title areas. After using numerous decks to test the reliability of this reaction, it became apparent that the problem occurred only on material transferred via the Skagami. Apparently, the Skagami (which is capable of transmitting more signal than 3/4" decks can handle) sent out a signal which bordered the dividing line of tolerance. The result was that the host deck and several others could handle the signal while certain other decks could not. After some experimentation, it was found that manually lowering the video level during editing reduced or eliminated almost all of the problem. Since time was a factor and the alternative would have been to retransfer everything (a tedious and time-consuming process), this procedure was chosen.

Editing continued as the source materials were divided into programs and segments. As the segments were arranged according to subject matter, spaces of blue screening were retained between segments (later titles and guiding data for the video responder would be included). Filmstrips were edited on a shot-by-shot basis to eliminate audible "beeps" and visual distractions caused by manually advancing the frames.

Script was written and the accompanying video materials selected for Program 3 where available materials required additional clarification. The narration for these segments was recorded first onto audio tape and then via audio dub onto the videotape.

A master copy of the edited version was assembled on 3/4" video using Lehigh University's editing facilities. Insert editing via controller and master/slave decks was included. The completed tape, including the space alloted for titles, graphics, copyright credits, and production personnel credits, ran for fifty-eight minutes.

Video text and graphic images were generated by the Apple II computer. Through programming and the use of graphics and text software aids, a number of different letter fronts, charts, pictures, and, in some cases, animated patterns were designed. In addition, the Versawriter (a digitizing tablet) allowed for pleasing reproduction of hand-drawn images. The color capability of the Apple computer was used not only for its aesthetic qualities but also to help organize the material. Since video output of the Apple, particularly the color burst signal, is not directly compatable with video recorder tolerances, a special adaptor made by Adwar video was used. The Adwar "proc mod" fits directly into the Apple bus and transforms the computer's color signal to one acceptable to the video recorders, thereby allowing duplication and editing without loss of color.

A musical soundtrack was composed and recorded on two other Apple peripheral devices-- Mountain Hardware's Music Synthesizer and the Alpha Syntous keyboard. By recording a number of digitally synthesized instruments separately onto a four-track simul-sync recorder and then mixing down, a fuller sounding and more elaborately arranged musical score was possible. The computer graphics and sound were then insert-edited into the master video tape.

The video programs were further edited to produce shorter learning segments. Necessary revisions on the Segment Tests for Video Responder, Programs 2, 3, and 4 were made. These included use of fill-in-the-blanks, spelled answers, and multiple choice response modes. In addition, minor changes were made to the opening title and menu. A separate program was created for this purpose thereby allowing the viewer freer access to information without repetition.

Pre and post tests were constructed to accompany Programs 2, 3, and 4, and a participant evaluation form was developed. These materials, requiring written responses, were used to evaluate the effectiveness of interactive television as an on-site delivery of in-service for regular classroom teachers and school administrators. Pre and post tests were administered to measure the change in knowledge related to the objectives specified earlier while the evaluation assesses trainee attitudes toward the services provided.

Directions for use of the Video Responder were written and pilot-tested to determine whether a novice could comfortably and independently use interactive television (i.e., without referring questions to a monitor). Necessary revisions included adapting the directions provided by the Sony Corporation to the design of the Developmental Disabilities Project. Further testing indicated that a novice could independently use interactive television provided instructions were read and followed.

The video responder can work directly with 3/4" tape, but since the intended distribution format for this program was 1/2" Beta tape, the 3/4" master was dubbed directly to a series of 1/2" copies. Each dub was made separately from the 3/4" master rather than going through a Beta intermediate copy (this process is more time-consuming, but the quality of the dub is

superior).

The completed 1/2" tapes were then coded with response data (i.e., the correct answers to the segment tests) thereby incorporating the interactive capabilities of the video responder. The beginnings and endings of each Program and Segment were located and marked. Responses and branch instructions were keyed in using the authoring device which arranged and recorded the data on the video tape (see Appendix C for detailed description of the technical requirements).

After being coded, the 1/2" tape was ready to be used in concert with the video responder unit, Beta Max and color television monitor. Once these units were properly configured, the viewer merely turned the responder "on" in order to be prompted by messages displayed on the T.V. screen combined with the written instructions and questions attached to the top of the video responder. The questions and responses were coded in accordance with the designers' plans to create an interactive viewing situation which provided immediate feedback to the viewer.

CHAPTER III

Program Delivery

Plans for on-site delivery of the Developmental Disabilities Programs were developed with the cooperation of Carbon-Lehigh Intermediate Unit #21. After initially discussing the project with the superintendents of the six participating districts, building principals were contacted and dates arranged for delivery of the program and equipment. Principals reserved brief portions of their faculty meetings to allow the contact persons from the Intermediate Unit to introduce the Developmental Disabilities Project and the interactive television. In addition, they provided space to house the project and the necessary color television monitor. Since the schools were not equipped with a Beta Max Tape Player for 1/2" tapes, the project provided these, the Video Responders, and the Developmental Disabilities Program (tape, segment tests, and pre-post tests).

Each participating school had the Developmental Disabilities Project in the building for one full week. During that week, teachers used their planning periods to take the pretest (Appendix D), view the program (Appendix E), and take the post-test. At the end of the week, the contact person from the Intermediate Unit returned to gather the equipment and the project data.

The following outline was presented to the faculties' of the participating elementary schools to introduce teachers to the project and the in-service materials:

Outline: Faculty Presentation

Developmental Disabilities Project

Background of Information

A. Guidelines for the Preparation of Teachers - PDE

1. Competency 2

   "The educator understands the implications which handicapping conditions have for the learning process."

2. Competency 6

   "The educator facilitates the social acceptance of persons with handicaps by encouraging positive interpersonal relationships."

3. 1 of 4 universities developing a system of inservicing.

B. Results

1. educators will acquire an understanding of the problems of social integration of handicapping conditions and classroom implications for a learning program
2. on-site training
3. interactive television

C. Procedure

1. recommend viewing at least 1 program (would be most beneficial doing all)
2. introduce each piece of equipment
   a. monitor
   b. Beta Max - no need to touch
   c. Video Responder - instructions on first page
      - point out color coding for different programs
3. show packets
   a. color coding
   b. pre-post tests and evaluation
   c. where to put it
4. give demonstration by using Program I by following DIRECTIONS

D. Questions

CHAPTER IV

Results

The primary purpose of this project was to increase the knowledge of individuals concerned with the needs of the developmentally disabled by designing, developing, delivering and evaluating in-service training activities for "regular" educational personnel in the Carbon-Lehigh Intermediate Unit service area.

Educators participating in the project were expected to demonstrate:

a. Knowledge of the characteristics of learning disabled, emotionally disturbed and physically handicapped (PROGRAM 2).

b. Knowledge of those factors which can inhibit or enhance the social integration of the handicapped child in the mainstream of schooling (PROGRAM 3).

c. Knowledge of strategies for presenting a learning program for the handicapped child (PROGRAM 4).

The project participants included 163 teachers and administrators from 12 elementary schools in six school districts in the I.U. #21 service area (see Table 1.0).

Each of the participating educators chose the program they felt was most appropriate for his/her needs. A summary of programs by choice is given in Table 2.0.

Each of the programs was about 15 minutes in duration. However, viewed with the Sony Video Responder in which the learner must stop the player to respond to comprehension questions extended the completion time to approximately 40 minutes on the average. Every teacher was requested to complete a pre-test, post-test and an attitude response form to assess participant

evaluation of the interactive television experience. The mean scores for both the pre-test and the post-test and tests of significant differences are reported in Table 3.0 by program.

DIST/SCHOOL	NO. OF TEACHERS	NO. PARTICIPATING	PERCENT PARTICIPATING
Allentown:			
Mosser Hiram Dodd Union Terrace	90	20	22%
Catasauqua:			
Sheckler	30	27	90%
Lehighton:			
Franklin	14	2	14%
Parkland:			
Fogelsville	28	19	68%
Kernsville	29	24	83%
Parkway Manor	45	28	62%
Southern Lehigh:			
Liberty Bell	20	19	95%
Whitehall-Coplay:			
Steckel	21	10	48%
Intermediate Unit #21	20	14	70%
TOTALS	297	163	55%

TABLE 1.0

PARTICIPANTS BY PROGRAM

	NO. OF PARTICIPANTS CHOOSING EACH PROGRAM	% OF TOTAL
PROGRAM II	62	38
PROGRAM III	34	21
PROGRAM IV	67	41
TOTAL	163	100

TABLE 2.0

MEAN ACHIEVEMENT SCORE ANALYSIS

PROGRAM	NO. OF TEACHERS	POST-TEST MEAN	PRE-TEST MEAN	DIFF	T VALUE
II	62	12.94	10.74	2.20	5.18*
III	34	17.45	15.04	2.41	4.53*
IV	67	15.06	10.88	4.18	5.85*

*Significant at P < .001

TABLE 3.0

ATTITUDE INVENTORY

Mean Response by Program

	PROGRAM II	PROGRAM III	PROGRAM IV	OVERALL EVALUATION
Instructions for Use of Technology	4.0	3.7	3.6	3.8
Convenience of On-Site Delivery	4.4	4.1	4.3	4.3
Effectiveness of Technological Innovations	4.2	3.8	3.7	3.9
Content	3.8	3.5	3.4	3.6
Usefulness of Skills Presented	3.7	3.2	3.5	3.5
Overall Evaluation	3.7	3.5	3.6	3.6

TABLE 4.0

The results of the attitude inventory utilizing a five point Likert type scale are presented in Table 4.0 (5, excellent; 4, very good; 3, good; 2, fair; 1, poor).

CHAPTER V

Summary and Conclusions

The Developmental Disabilities Project involved the design and delivery of three interactive videocassette instructional modules to one-hundred sixty-three regular elementary classroom teachers in six school districts in the Intermediate Unit 21 service area.

The project had intended to in-service one-third of the teachers in I.U. 21. However, because of circumstances beyond the control of personnel in the project such as delayed contract agreements and teacher strikes, only about 20% of the targeted number was in-serviced. In addition, the implementation period covered only the last 2 weeks in September - a time which conflicted with the busy period for opening schools. This is evidenced in some of the elementary schools by the participation rate of teachers during the week when the materials and equipment were available for their use.

In the case of all three learning modules, there were significant mean gains in achievement between the pre and post test results. The maximum achievement score possible was 20. The greatest achievement gain was seen in program 4 (Instructional Strategies) and the smallest gain in program 2 (Characteristics of Learning Disabled). Program 3 (Promoting Social Acceptance) had the highest post test and pre test mean scores (17.45 and 15.04), but on the average the project participants already knew 75 percent of the level of knowledge acquisition being tested.

Each teacher selected the learning module which he/she felt was most appropriate for his/her needs. Promoting Social Acceptance was the program

chosen least by the teachers (21%), while twice this percentage, (41%), chose the area of Instructional Strategies.

The results of the attitude inventory revealed a positive predisposition toward both the design and delivery of the mediated interactive learning materials in general. Teachers expressed a very positive attitude towards the on-site delivery of the learning materials (very good to excellent). Overall, the program on Characteristics of Learning Disabled was viewed as being the most effective technologically and also most content relevant. Instructional Strategies was viewed as the least content relevant in a comparative sense (good to very good).

Generally, the on-site delivery and the technological effectiveness were rated superior to the content and usefulness of skills presented. Nevertheless, the content and usefulness of skills presented were rated good to very good.

It is interesting to note that the area rated as least useful in skills presented was the area also showing the largest achievement gains as a result of the instructional intervention.

The ratings across all programs show that teachers like the presentation of in-service activities at the building site most of all. This is followed by the second highest rating for the effectiveness of the technological innovation. That is, teachers viewed very positively the location and manner of the instructional delivery process. The ratings for instructions for the use of the new technology was rated third. The content and usefulness of skills presented, while rated good to very good, trailed the location and manner of delivery of the instructional materials.

In summary the results show a very positive orientation toward the use of interactive television utilizing the Video Responder and the locus of

delivery. The content presented, while viewed positively, should be expanded to provide more focused choices to respond to the immediate needs of the classroom teacher.

APPENDIX A

Review of Extant Media

APPENDIX A

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
KEY: Item # (name of Media) Page # (page on which review is located) e.g.: 3-1 (item #3, Page 1) **N.B.:** Circled items are those we felt had the most value for this project, oftentimes they include specific activities or approaches used to remedy specific problems. Also, some items are interviews with parents, teachers plus L.D. students themselves. Starred items are those of exceptional quality (content).		2 - 1 3 - 2 5 - 3 12 - 7 14 - 8 18 - 10 19 - 11 27 - 17 28 - 18 29 - 19 30 - 20 31 - 20 33 - 22	1 - 1 2 - 1 3 - 2 5 - 3 8 - 4 13 - 8 14 - 8 adolescent L.D. 18 - 10 20 - 11 23 - 13 25 - 14 27 - 17 29 - 19 * 30 - 20 * 31 - 20 * 32 - 21 33 - 22 * 35 - 24	1 - 1 4 - 2 7 - 4 10 - 6 11 - 6 14 - 8 15 - 9 16 - 10 18 - 10 21 - 12 24 - 13 25 - 14 26 - 16 27 - 17 33 - 22 *	

SOURCE/ DATE REVIEWED ITEM #	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
1. June 15, 1981 A Walk In Another Pair of Shoes - film slides CANHC P.O. Box 4088 Los Angeles, CA 90051 18½ min., color, 35mm. filmstrip with synchronized cassette tape (A.S.D.) (script available with slides)	L.D.	- visual perceptual - audio perceptual - fine motor - gross motor - hyperactivity - verbal expressive	- tactile - kinesthetic methods of including - affectual L.D. in gross motor activities - teachers acceptance	- teasing peers - encourages developing friendships with L.D.'s - cites six ways of including L.D. in "regular" peer activities	- awareness - possibly "application"
2. June 16, 1981 They Can Learn Realtime Educational Films 2200 19th St., N.W. No. 306 Washington, DC 20009 20 minutes, color film (A.S.D.)	- L.D. touches upon etiology - notes famous persons who had handicaps (Edison, Churchill)	- definition in relation to effects of L.D. on math, reading, writing - visual discrimination - lack of sound/symbol correspondence - auditory recall - processing (auditory) - verbal expressive - conceptual-abstract thinking - hyperactivity - auditory figure ground - gross and fine motor -emotional involvement	- controlled sequenced teaching - conferences with parents, other professionals - gives a case history - includes general approaches, visual perceptual development, phonics, reading program	- failure and frustration - defensiveness - emphasizes warm sensitive approach	- awareness - knowledge - some application

A-1

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
3. June 16, 1981 Exceptional Learners: Improving Instruction for Students With Learning Problems Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio L.U. - Special Education Library 25 minutes, film	- elementary and secondary L.D. and speech and language problems - brief reference to visually handicapped	- fine motor coordination - receptive/ expressive problem - immature language usuage and structure - social/emotional - abstract thinking - auditory memory - distractibility	- contract system - consumer math - flash cards - math - emphasis on supportive services: Resource Room, - counseling, adaptive physical ed., visually handicapped, speech therapy - organization, structure of learning sequence - provide additional time - behavior management - sand paper letters	- social/emotional problems - counseling - making friends	- awareness - knowledge - some application
4. June 16, 1981 It Feels Like You Were Left Out of the World McGraw Hill Films 1221 Avenue of the Americas New York, N.Y. 10020 Black and White (A.S.D.)	L.D.	Language arts - Great emphasis on: - social problems - frustrations - teacher/student misunderstanding - disappointment - low self-esteem - fear of failure	- defining "limits" - supportive environment	- frustrations - teacher/student misunderstandings - disappointment - low self-esteem - fear of failure	- interviews with L.D. students who discuss their feelings - interview with the parents of l.d. child - awareness - affective domain

A-2

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
5. June 16, 1981 Specific L.D.: Remedial Programming Davidson Films, Inc. 165 Tumstead Avenue San Anselmo, Ca. 94960 415-457-1203 Colorfilm 31 minutes (A.S.D.)		- visual learner - auditory learner - multisensory approach	-handwriting - instruction verbal cues -giving oral directions -sight reading - look-say-copy -matching game -word family ap-aroach -phonetic approach -spelling Tiles (modified vakt) -structure and organization -peer tutoring -developing sen-tence structure -grouping techniques for regular class -assignment pads/ check list		-knowledge -application -mastery -reinforcement
6. June 16, 1981 Bridging the Gap Cinematic Concepts Corp. 1817 Union Street San Francisco, Ca. 94123 415-346-4346 Colorfilm 30 minutes (A.S.D.)	Parent effectiveness Training - communication Problems between parents/children	-behavioral problems 1. "You" Messages 2. Solution Messages	Home Strategies: -"I" messages -Conflict Resolu-tion 1. Win-lose method 2. No lose method -types pf conflict	1. Win-lose method 2. No-lose method 3. "I" messages	Knowledge Application -can be adapted for use with behavior problems in the classroom (see: Teacher Effective-ness Training)

A-3

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
7. June 16, 1981 You're Different, So Am I Guidance Associates Harcourt Brace Jovanovich, Inc. 2 color filmstrips/ cassettes Part I: 16 min. Part II: 16 min. (A.S.D.)	Part I Refers to: - blind -physically handicapped -retarded -l.d. -e.d. Part II Narrated by students who are: physically handicapped (wheelchair), l.d., deaf, blind, retarded.	-visual discrimination -sequencing (auditory) -fine motor -hyperactivity -auditory discrimination	-how to deal with name-calling -eight activities through which students can experience handicapping conditions	teacher/student discussion, re: how does it feel to be blind, retarded, etc.	-awareness -application (affect)
8. June 16, 1981 The I.E.P.: Making It Happen Charles Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio L.U. Special Ed. Library	Techniques presented for use with all exceptionalities	-fine motor -visually handicapped -verbal expressive	-systematic instructional techniques (individualized planning) -task analysis -management systems -point system -physical arrangement of classroom -behavioral observation, recording, analysis -student: self-monitoring (precision teaching) -tactile sandpaper letters -flash cards -taped story book -peer tutoring		

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
9. June 17, 1981 The Invisible Children Learning Corp of America 1350 Avenue of the Americas New York, NY 10019 212-397-9360 Sale: Film $350 Videocassette ? Rental: $35 24 min. - color film Carbon Lehigh I.U. #3-6093	Blind Deaf Cerebral Palsy (Wheelchair)		-simulation of blindness -demonstrates technique for helping a blind person -opportunity to use a wheelchair -demonstrates technique for helping a person in a wheelchair	-fear of blindness -self-pity -teachers alleviate fear through instruction -increased independence alleviates self-pity -teasing-alleviated by learning to overcome specific problems -parental feelings towards the disabled child/ towards themselves -self-consciousness	-awareness -some application

A-5

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
10. June 17, 1981 Mark-Learning Disabled Encyclopedia Britannica Educational Corp. 425 N. Michigan Ave. Chicago, ILL 60611 Visual Education Center 75 Horner Ave., Unit One Toronto, Ontario Canada M824x5 16 mm - 10 min. Carbon Lehigh I.U.	L.D.	-reading disability (narrated in parts by Mark, a 14 yr. old L.D. student) -substitutions of words while reading	-word patterns -syllabication -compensates through use of auditory skills	-frustration while reading, when it doesn't make sense seeing younger children who read better -an L.D. parent (who had difficulties himself) explains what it was like for him in school. -peer approval/ disapproval -parent and family support -supportive educational services	-awareness
11. June 16, 1981 Hidden Handicaps WABC-TV McGraw Hill Films, Inc. 1221 Avenue of the Americas New York, NY 10020 23 min./color 16 mm Allentown S.D.	L.D.	-expressive language development -fine motor -hyperactivity	-Kinesthetic training -Oralgraphic Reading Program -Hyperactivity Issues: Drugs- -Gross Motor Activities	-Frustration -Parent Counseling -Self Concept -L.D.'s: understanding their problems and strengths -Low self-esteem -relationship between L.D. and truancy and delinquent behavior	Awareness

A-6

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
12. June 17, 1981 Early Recognition of Learning Disabilities National Audiovisual Center Washington, D.C. 20409 Color Film: 24 min. A.S.D.	L.D. 5 yr. old (K) 6 yr. old (1st gr.) 7 yr. old (2nd gr.) focuses on early identification	-home/school management problems -hyperactivity -behavior problem tantrums -difficulty attending auditory stimuli -distractible -quickly bored -erratic body control -unequal development of left/right sides of body -lacks fine/gross motor control -lacks right/left handedness -difficulty dressing -incorrect spatial relations in drawings -bizarre self-portraits -auditory memory -auditory discrimination	-Resource Room Support -tri-wall -1:1 instruction	-parent recognition denial of L.D. (teacher/parent interviews included) -frustrations resulting in destructive behaviors -parent action groups	Awareness Knowledge

A-7

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
13. June 17, 1981 Eager To Learn Objectives, Strategies and Behavior Video-cassette Carbon-Lehigh I.U.			-behavioral objectives -define strategies -determine "enabling behaviors" -"enabling behaviors" (includes classroom film clips) 1. Accepting 2. Clarifying 3. Facilitating acquisition of data		Knowledge Application ?Mastery?
14. June 17, 1981 Adolescence and L.D. Lawren Productions, Inc. P. O. Box 1542 Burlingame, Ca. 94010 Study guide available A.S.D.		-individualization -deal with broad spectrum of behaviors -adolescent and crisises (related to L.D.) 1. achieve satisfactory self-image 2. acceptance of one's own sexuality 3. set long range goals 4. meet society's demands	-adjust classroom goals -change curriculum -change reinforcement -involve student when developing program -reduce quantity of work required -remove workbook pages from book -proper pacing, allow longer time to complete tasks -systems for self-correction -capitlaize on students interests and abilities	-interviewed with 22 yr. old L.D. -felt different than peers -humiliation -peers did not understand his problem -requires more attention -teased; isolated -quality of relationships is important -must be taught to interact with peers -educate L.D.'s re: their sexuality	Awareness Knowledge Application (old film)

A-8

(continued)

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
14. (continued)			-teacher introspection re: values concerning sex -programs to develop survival skills -pre-vocational training	-respect their need to work and create -employer tendency not to educate the non-reader -help develop a trade -provide on-the-job experiences while in school	
15. June 17, 1981 Young Child With Special Needs Charles Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216 L.U.-Sp. Ed. Library Film	pre-school: -severely retarded -downes syndrome -deafness -cerebral palsy -hydrocephalic -blind	-language experience (delays) -body awareness -self-help skills -psycho-motor skills -communication skills -pre-school skills	home instruction -parent consultation -special pre-school facilities -sensory experiences	-parent interviews: reactions included-denial, guilt, depression, anxiety, disappointment -teacher supporting parents -teaching child how to talk and socialize with others -acceptance, love, security with the family	Awareness -one parent interview was descriptive (re: parents' reactions to a handicapped child)

A-9

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
16. June 17, 1981 Only The Beginning: Strategies to Orient the Handicapped Student to the Mainstream Project Stream Dr. Salend L.U. - Media Library			-activities (demonstrated) to acquaint new student with the group -develops acceptance of individual differences -develops leadership (more than 4 activities are demonstrated)	being the "new student" in addition to being the new and handicapped student	Application Mastery
17. June 18, 1981 Coming Back or Never Leaving Part IV: Coming Back: A Case Study	an E.M.R. student is integrated into a Jr. High program with Resource Room support				Not applicable for this project
18. June 18, 1981 Coming Bank or Never Leaving Part V: Never Leaving: A Case Study	5th grade learning disabled	-low reading skills -low word attack skills -difficulty with auditory discrimination -memory problems -reading comprehension	Assessment -the accompanying text includes lists of classroom activities Chapter 4-of accompanying text	Chapter 4 of accompanying text, Coming Back... or Never Leaving discusses socialization and affect	Knowledge Application Mastery

A-10

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
19. June 18, 1981 Coming Back...Or Never Leaving Charles Merrill Publishing Co. Columbus, Ohio Carbon-Lehigh I.U. Part II Slide/ Cassettes Identification and Referral	-mildly handicapped -refers to L.D.	-attention span -recall -language problems -hearing problems -learning problems -slow rate of learning -poor memory -lacks ability to generalize	Identification through use of: -check lists -rating skills -use of referral procedure -screening procedures		Awareness Some application
20. June 18, 1981 Coming Back...Or Never Leaving Part III: Assessment and Instructional Planning	L.D.		-team approach emphasized -assumes that programs will be individualized in regular class 1. identification 2. referral 3. assessment 4. Instructional Planning (behavioral objectives) 5. evaluation -resource room support		Knowledge Application (?)

A-11

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
21. June 18, 1981 You've Got To Be Carefully Untaught Project Stream ED 10 Lehigh Univ. Media Library Video/cassette Blk/Wh	orientation of non-handicapped to handicapped students -visually handicapped -physically handicapped -speech impaired		demonstrates activities to heighten non-handicapped students' awareness of handicapped students' problems -at least 10 activities were demonstrated	non-handicapped students described their reactions to handicapping conditions: -"scary" -frustration -teasing -withdrawal	Awareness Application
22. June 18, 1981 Mainstreaming the Handicapped - A New Perspective Media 5 Hollywood, Ca. 90068 Color Slide Cassette Carbon-Lehigh I.U.	Act 94-194 "Least Restrictive Environment" discussed mainstreaming for deaf			concern re: element of uncertainty, fear of unknown when being mainstreamed	Not useful for us

A-12

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
23. June 18, 1981 <u>Coming Back...Or Never Leaving</u> Charles Merrill Publishing Co. Columbus, Ohio Carbon-Lehigh I.U. Part I: Introduction to Mainstreaming Slide/Cassette (Color) (has five parts)	educationally handicapped: -L.D. -behavior problems -E.M.R. -physically handicapped	questions presented by a "regular" classroom teacher re: implementation	-individualization -Resource Room Support -temporal, instructional social integration -clarification of responsibilities among faculty -team approach		
24. June 18, 1981 <u>I Have to Believe</u> Part II Project Stream	Interview Format-	-difficulty on playground (hearing coaching)	-teacher demonstrates "accomodations" for hearing impaired- -use of study guides with filmstrips -alertness -use of residual hearing/lip reading	-degree of assertiveners -independence -motivation -empathy of teacher/students -acceptance of limitations -peers were supportive in sports -playground/sports problems were not viewed as personal "affronts" -acceptance by peers	Awareness Application

A-13

(continued)

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
24. (continued)				-friendships were plentiful in school but not at home -self-esteem possible through education -education as a means of compensating -positive outlook -self-confidence -fear of handicapping conditions -handicapped must be aware of others' fears, re: the handicap -dissatisfaction with unchallenging jobs -need for increased independence	
25. June 18, 1981 I Have to Believe. Conversations With Mainstreaming Experts Part I: Video/ Cassette Project Stream L.U. Media Library	-visually handicapped -hearing impaired -cerebral palsy (interviews with handicapped persons who had been educated in the public school "mainstream" or who were in the	Cerebral Palsy -motor (fine/ gross) control -transportation requirements -language involvements -difficulty with note taking	-additional time required to take exams -additional time required to move from class to class -fellow students took carbon paper notes -modified gym requirements	-consider that the handicapped child is first a child, then a handicapped child -are problems the result of the handicap or result of being a child?	Awareness Application

A-14

(continued)

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
25. (continued)	process of being educated in the "mainstream") -hearing impaired	<u>Visual Handicap</u>: -could not see blackboard -required large print materials -difficulty seeing "lightly" printed dittos -required highly verbal teachers rather than those who relied on board-work or dittos <u>Hearing Impaired</u> -early auditory training required -vocabulary	-tape recorder in class (note taking) -used round/fat pencil rather than a sided one -clipboards for writing -seat close to blackboard -teaching machine (to enlarge print) -taught to type -develop listening skills -braille-large print books -sit close to the instructor -teacher movement requires student movement -teacher to face class for lip-reading purposes -present homework assignments on blackboard -provide a "helper" for student	-evolution of social attitudes is discussed by the visually handicapped "interviewee" -attitude changed from enjoying attention to becoming withdrawn to returning to "normal" social interactions -role of non-supportive parent mentioned -frustrations discussed -insecurity when not given adequate preparation time -not allowed to drive a car -highly motivated to be independent and as "normal" as possible -highly supportive home -teacher attitudes	

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
26. June 22, 1981 Dyslexia, the Invisable Handicap Carousel Films, Inc. 1501 Broadway Suite 1517 N.Y., N.Y. 10036 Film-6 CAROFI 04 6/r RISE	L.D. -dyslexia-reading problem a 60 Minutes segment, narrated by Ron Schaeffer	-visual perceptual involvements: -sequencing -visual discrimination -reading problems -lack of word recognition -awkward physically -requires careful diagnosis -lack of adequate funding to properly teach L.D.'s	discusses effects of l.d. on adult life -reading road signs -reading recipes	-inability to participate in gross motor activities-awkward -embarassment -lack self-esteem -interview with 24 yr. old dyslexic who is currently attending engineering school at Columbus U. -frustration -parental pressure -timid, afraid to try in school -felt disliked by peers -recluse -personality problems -need to develop a sense of self-worth as a successful learner	Awareness

A-16

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
27. June 22, 1981 <u>Find the One That's Different</u> Hubbard P.O. Box 104 Northbrook, Ill. 60062 Film #6HUB SEC 01 33 RISE	L.D. - also: discusses children who have not been identified as L.D. but exhibit L.D. problems	elementary: -not working in class -auditory recall -visual perception -fine motor -short attention span -following directions -coordination -spatial relationships -disorganization	-insuring oral instructions are understood -provide quiet, secluded work area -modification of environment -alterations in classroom routines	demonstrates two different sets of teacher attitudes and the resulting responses of their L.D. students -emotional frustration -effects of punishment, humiliation in class -hostility towards teacher -apprehensive -confusion of disability with behavior problems * thorough investigation of problems vs. "jumping to conclusion"	* Awareness Application

A-17

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
28. June 22, 1981 The Exceptional Child: Specific L.D. KAET-TV Special Ed. Project Arizona State Univ. 6 ARISTU o/n o 1 Video/Cassette RISE	L.D. speakers include: 1. Dr. Duane, M.D. Mayo Clinic 2. ACLD Interview with parent 3. Staffing- Resource Room Teacher and Regular Class Teachers sophisticated approach	Intermediate Grades -transposition of letters -attention span -auditory figure-grade -following sequential instructions -awkward -hyperactivity Dr. Duane provides (neurologist) 1. define L.D. 2. etiology of L.D. 3. anatomic substrate, re: language acquisition 4. summary of 20 L.D. behaviors	-drug therapy -educational options -pairing L.D. with a better student -modification of environment -teaching to stronger modality -volunteers for 1:1 class instruction -avoid homework -tape recording homework assignments	ACLD interview with parent: -frustrations in class -frustrations at home (acting out) -parental misunderstanding re: inability to follow directions	-Knowledge -Some Application

A-18

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
29. June 22, 1981 Approaches to Mainstreaming Unit 2: (1st of 4 parts) Selecting Materials Teaching Resources Corp. 100 Boylston St. Boston, Mass. 02116 Color Filmstrips/ Cassettes Carbon-Lehigh I.U. #MIS/TE 046 CI	guidelines for evaluating materials for "special needs" students gives specific problems and appropriate strategies	-distractible -short attention span -memory problems -overactive -visual discrimination demonstrates application of these criteria to evaluate materials that will be suitable for working with specifically named learning problems	1. instructional objectives 2. prerequisite skills 3. organization 4. appropriate pacing 5. teacher support 6. flexibility of materials 7. motivational quality 8. attractiveness 9. well-spaced type 10. good design/ durable 11. realistic/honest portrayal of people/events 12. avoids cultural stereotypes 13. relevant content 14. cost eleven specific classroom adaptions/techniques are discussed guide book provides names/publishers of materials presented	-failure/ frustration -fear of failure -negative attitude	Knowledge Application Mastery Reinforcement

A-19

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
30. June 22, 1981 Approaches to Mainstreaming: Unit 2 Adapting Materials Teaching Resources Corp. Carbon-Lehigh I.U. #MIS/TE 46 CI	-low mental ability -perceptual problems	-distractible -fine motor -spatial relations -left to right orient -inaccurate letter formation -organizational difficulties	-analyze materials and identify what needs to be changed -materials proceed too quickly -materials contain too many components (33) specific problems and adaptions given		Knowledge Application Mastery Reinforcement
31. June 22, 1981 Approaches to Mainstreaming: Unit 2 Modifying Your Instruction Teaching Resources Corp. Carbon-Lehigh I.U. #MIS/TE 46 CI		-inability to complete assignments -fine motor -visual discrimination -auditory skills -Far Point Copy -comprehension of oral language -recalling assignments -abstractions (concepts) -sequencing and counting	-reduce quantity of written assignments -rely upon oral recitation -reduce fine motor demands by using manipulatives -4 games noted to develop fine motor -motor activities incorporated into academic lessons -utilize different modalities -multisensory approach -provide flexibility in mode of teacher presentation/student response (5 examples cited)	self-consciousness	Knowledge Application Mastery Reinforcement

A-20

(continued)

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
31. (continued)			-provide extra aids -16 suggestions given, re: following oral directions -9 suggestions given, re: teaching abstract concepts -8 suggestions given, re: practical strategies		
32. June 22, 1981 Approaches to Mainstreaming Unit 2: Evaluating Your Instruction Teaching Resources Corp. Carbon-Lehigh I.U. #MIS/TE 46 CI		-eye-hand coordination -poor reader	discusses information available and their contribution to instructional planning: standardized tests -criterion - referenced -teacher - constructed -how to conduct informal classroom observations		Knowledge Application Mastery Reinforcement

A-21

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
33. June 22, 1981 Classroom Management Techniques Part 2: Mainstreaming Learning Impairments Guidance Associates Sound Filmstrips Subsidiary of Harcourt, Brace Jovanovich, Inc. Carbon-Lehigh I.U. #MIS/TE 039 Filmstrip/cassette	-learning impairment (L.D.)of 10th graders -mentally retarded (E.M.R.) -elementary hearing impaired -emotional problems provides profiles of the above-mentioned students	-recalling and following directions -functioning on a lower academic level (L.D.) -perceptual problems -oral and written language problems -information processing -behavioral difficulties -hyperactivity	I. Awareness of Needs -informal assessments -skill charts -locate resources -use existing curriculum -classroom observations -assessments II. Responding to Needs -small group instruction 2x/week -eleven specifics cited: simplification, structure, active involvement, increasing difficulty, reinforcement, progress reporting, varied modalities, realistic expectations -student pairing peer tutoring -varying teaching strategies III. Create Supportive Classroom Climate	-lacks motivation -tension -inability to adjust to new situations -work avoidance -Supportive Classroom Climate: -understanding -acceptance -trust	Knowledge Application Mastery Reinforcement

A-22

(continued)

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
33. (continued)			Foster: understanding, acceptance, trust 3 specific strategies given IV. Know and Use Resources 7 specifics noted		
34. June 22, 1981 Classroom Management Techniques: Part I You Can Make It Work Guidance Associates Carbon-Lehigh I.U. #MIS/TE 039	Elementary-Jr. High-High School -Learning impaired L.D. -E.D. (behavior problems) -physical disabilities	-poor math/reading skills -oral vocabulary -decoding skills -verbal expression -responds to the question: Why Mainstream?	-teacher and students cooperate to plan strategies	-frustration -annoys others	Awareness

A-23

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
35. June 22, 1981 Exceptional Teaching Managing It All Charles Merrill Pub. Co. 1300 Alum Creek Drive Columbus, Oh. 43216 29 minutes Curr. Library Carbon-Lehigh I.U. MIS/TE 056 Video/cassette			How to Manage Individualization 1. discusses: "If you spend time on assessment, when does instruction occur?" -1:1 time increased -1:1 assessment increased 2. physical adaptations of classroom (classroom clips provided) 3. preparation of materials in advance (individual folders, color coding, learning stations, organizations required) 4. -record keeping graphs/charts 5. -adapting a regular program to an individualized program (called "exceptional teaching)		Knowledge Application Mastery Reinforcement

A-24

(continued)

SOURCE/ DATE REVIEWED	HANDICAPPING CONDITIONS PRESENTED	IMPLICATIONS FOR LEARNING	CLASSROOM STRATEGIES	FACTORS INHIBITING OR ENHANCING SOCIALIZATION	POSSIBLE ACHIEVEMENT LEVEL(S)
35. (continued)			6. -involving children in their own learning Includes question/ answer sessions with teachers who have individual-ized		

APPENDIX B

Copyright Agreements

Teaching Resources
A New York Times Company

Teaching Resources Corporation
50 Pond Park Road
Hingham, Massachusetts 02043
(617) 749-9461

July 21, 1981

Ms. Debra Kopp
Research Assistant
Lehigh University
School of Education
Department of Administration
and Supervision
524 Brodhead Avenue
Bethlehem, PA 18015

Dear Ms Kopp:

Thank you for your letters of July 7 and July 15 identifying the Approaches to Mainstreaming frames you wish to reproduce in your videocassettes. I would be happy to grant permission, with the following restrictions.

1. You may reproduce only the frames identified in your letters.

2. Each videocassette must bear the following credit notice at the end:

> From Approaches to Mainstreaming, Unit (insert appropriate Unit number, 1 or 2), "(insert full and accurate filmstrip title)." Copyright (insert 1976 if Unit 1, 1977 if Unit 2) by Teaching Resources Corporation, Hingham, Massachusetts. Reproduced by permission. All rights reserved.

3. A permission fee of $50 must be paid to Teaching Resources when the videocassettes are completed. Please make sure the fee is sent to my attention.

I wish you success with the videocassettes.

Sincerely,

Frances Needham

Frances Needham
Executive Editor

FN:ms

GA
Guidance Associates, Inc.
COMMUNICATIONS PARK, BOX 3000, MOUNT KISCO, NEW YORK 10549 (914) 666-4100

September 10, 1981

Lehigh University
524 Brodhead Avenue
Bethlehem, Pennsylvania 18015

Dear Dr. Tuschert:

In filing some past correspondence, I discover to my embarrassment that I never sent you formal notification of our permission for you to utilize parts of our Special Education programs in your forthcoming videocassette module. To confirm our telephone conversation, we are happy to grant this permission, with the understanding that your videocassette will not be a commercial product, and with the condition that we will be provided with a copy of the videocassette. We wish you all success with your project.

Yourse very sincerely,

Gray Williams, Jr.

Gray Williams, Jr.
Editor in Chief

APPENDIX C

Detailed Technical Report

Technical Report

Actual production of the Developmental Disabilities Project video-cassette tapes involved a number of steps which resulted in the final distribution format of coded 1/2" Beta Max tapes.

First, all of the various source materials needed to be transferred to 3/4" video tape. The source materials included sections of 16 mm film, filmstrips, other video tapes and computer graphics. The film and filmstrip were transferred at Northampton County Area Community College. The 16 mm film was transferred using a standard film chain. The filmstrips proved to be more difficult since most filmchains are set up for standard slides but not filmstrips. The Kodak adapter was initially used to convert the standard slide projector for use with filmstrips. While this produced acceptable wall-projected images it could not be incorporated into the film chain itself. Since filming wall images would invite keystoning problems a mirror screen was used. The filmstrip image was first projected onto a mirror and then reflected onto a rear screen material. A Skagami camera then photographed from the front. The video output of the Skagami and the audio output of a standard cassette were recorded directly onto video cassette.

After the transferring process was completed, the tape was prepared for editing. A control track was laid in the normal manner with two provisions to insure smoother operation of the responder units. First, about 15 seconds of tape was left at the very beginning of the cassette without any control track. Second, instead of recording black, blue was recorded for the control track. This was so that later, the short spaces between segments would come up blue on the T.V. screen rather than black.

An unusual thing occured when the transferred material were viewed on some 3/4" decks. The transfers, which had looked fine on the original decks, were now overmodulating in contrasting scenes. This produced heavy picture jitter, especially around title areas. A quick check on a number of decks showed a seemingly random replication of the problem but only on material transferred via the Skagami. Apparently, the Skagami (which is capable of transmitting more signal than 3/4" decks can handle) sent out a signal which was just on the dividing line of tolerance. The result was that the host deck and several others could handle the signal while certain other decks could not. After some experimentation it was discovered that manually lowering the video level during editing reduced or eliminated almost all of the problem. Since time was a factor and the alternative would have been to retransfer everything (a tedious and time consuming process) this procedure was used. In this manner the video levels were automatically adjusted during the editing process.

The editing process itself took a fair amount of time and effort. The various source materials were broken down into programs and further into segments. These segments had to be arranged in the appropriate order with specified spaces of blue screen in between for later addition of title and for sufficient room for the recorded data which guided the video responder. In addition, a large portion of source material consisted of filmstrips and these had to be edited on a shot by shot basis to eliminate audible beeps and the visual distraction of the frames being advanced by hand.

It was decided that in some cases the narration was inappropriate and in others not sufficient. New dialogue was written for some segments and some entirely new segments from visual sources and computer graphics were created. The narration for these segments were recorded first onto audio

tape, and then an audio dub was made onto the video tape. With all this material in hand, a master copy of the edited version on 3/4" video was assembled. The editing was done right at Lehigh University at their editing facilities which included insert editing via a controller and master/slave decks. The completed tape ran almost exactly an hour which is the maximum tape length for the video responder system. However, since space was already included for titles, graphics, etc., this proved not to be a problem. Since the exact wording and length of titles and graphics were not known, at the time of the original editing, spaces had to be approximated. As a result a few titles appear a slight bit longer than necessary but overall the programs run smoothly.

The next step was to create the actual text and graphics. An Apple II computer was used to generate these images. Through some programming and the use of a number of graphics and text software a number of different letter fronts, charts, pictures and in some cases animated patterns were designed. In addition, the Versawriter (a digitizing tablet) allowed for pleasing computer reproduction of hand drawn images. The color capability of the Apple was used not only for its aesthetic qualities but to help organize the presented material. Two other Apple peripheral devices - Mountain Hardware's Music Synthesizer and the Alpha Syntous keyboard allowed for the composition and recording of a musical soundtrack to highlight areas of the program. A number of digitally synthesized instruments were recorded separately onto a 4 track simul-sync recorder and then mixed down for the completed music score. This provided fuller sounding and more elaborate arranging. All of the graphics and sound were transferred to video tape. The video output of the Apple (particularly the color burst signal) is not directly compatable with the video recorder tolerances, however, so a special

adaptor made by Adwar video was used. The Adwar "proc mod" fits directly into the Apple bus and transforms the computer's color signal to one acceptable to the video recorders. The proc mod allows for duplication and editing without loss of color. Of course all of the computer graphics and sound were then insert-edited into the original master.

A decision was made to make some minor changes to further divide the opening titles and menu. A separate program was created for this purpose thereby allowing the viewer freer access to the information. While this necessitated the creation or changing of only a moderate amount of graphics it did also require some tricky re-editing.

Finally, a 3/4" master was completed that contained the desired information and conformed to the requirements of the responder, i.e. proper segment order with the required title and free space.

The completed tape then had to be coded with data to utilize the interactive capabilities of the responder. The responder can work directly with 3/4" tape but since the intended distribution format for this program was 1/2" Beta tape the 3/4" master was dubbed directly to a series of 1/2" copies. Each dub was made separately from the 3/4" master rather than going through a Beta intermediate copy. This process takes more time but the quality of the resultant dub is superior. Data was then recorded onto tape through use of an authoring device. It should be mentioned that the data has priority over the regular audio track. This means that regular audio is recorded onto track one 3/4" tape and track two on Beta. This is the opposite of the way sound is usually recorded onto video tape but it insures that the <u>data</u> is correctly recorded and transmitted. The authoring device is the only unit capable of post-dubbing onto to these usually "non-dub" tracks.

The process of coding the tapes basically involves locating and marking program and segment beginnings and ends and the keying in of question answers and branch instructions on the authoring device. This provides the ability to fully structure the interactive experience according to the plans of the instructional designers.

The authoring device then arranges and records the data onto the video tape. Each Beta tape was coded separately for this project. This is not actually absolutely necessary since a dubbed master can be made and in fact should be if larger amounts of copies are needed.

At this point the final coded tape was ready to be used and the video responder unit basically takes over. Once the responder unit, tape player and television are correctly connected the novice viewer has merely to turn the responder on. The learner is prompted by messages displayed on the T.V. screen combined with written instructions and questions attached to the top of the responder. The programs' questions, answers and responses to right or wrong answers have all been coded in accordance with the designers' plans thus creating a true interactive environment.

Aside from the computer graphics, all material came from the careful arrangement and editing of pre-existing source materials thus keeping production costs down. Even the graphics, music and additional narration was "in-house" productions which utilized widely available microcomputer and audio equipment. With some ingenuity we were able to produce a professional looking compilation type program from various sources.

In many areas we were breaking new ground since many of the specifics of the project had not been tried before so there was a certain amount of experimentation. In addition, time and material constraints affected some decisions. Overall, though, the production values are fairly high. The

program runs smoothly, is aesthetically pleasing and well within the bounds of acceptability in terms of its ability to transmit the desired material. In addition, the Sony video responder unit and authoring device are easy to use and perform very well. The interactive concept is exciting not only from an educational standpoint but from a production one as well.

APPENDIX D

PROGRAM II PACKET

Characteristics of Learning Disabled,
Emotionally Disturbed, and Physically Handicapped

Pre Test

Program II

1. Current studies indicate positive outcomes of the mainstreaming experience. Choose the outcome(s) which applies to the following case studies.

   a. Nonhandicapped provide effective learning and behavior models for the handicapped.
   b. Integrated settings foster an understanding of those who are different.
   c. Mainstreaming is successful when teachers become adept at managing instruction and classroom climate.

   Case Study I

   _____ Large group instruction has been geared towards recognizing short /a/ in closed syllables. After administering a follow-up test, the teacher identifies three students who have not mastered the concept. Small group instruction is then arranged and the concept is retaught.

   Case Study II

   _____ Jennifer, who is in a wheelchair, is often ignored on the playground. Her teacher procures another wheelchair and has her classmates take turns maneuvering about the school with it. They later discuss their reactions to this confinement and determine strategies to include Jennifer in more activities.

2. List three behaviors likely to be encountered with an L.D. student who has problems in language arts.

   a. _____

   b. _____

   c. _____

3. Match the behavior disorder with an appropriate strategy.

1. withdrawal	_____ a. ignore inappropriate behavior
2. hyperactivity	_____ b. encourage individual expression
3. perfectionism	_____ c. provide for inclusion in group activity
4. regression	_____ d. seat away from distracting activities

Post Test

Program II

1. Current studies indicate positive outcomes of the mainstreaming experience. Choose the outcome(s) which applies to the following case studies.

   a. Nonhandicapped provide effective learning and behavior models for the handicapped.
   b. Integrated settings foster an understanding of those who are different.
   c. Mainstreaming is successful when teachers become adept at managing instruction and classroom climate.

   Case Study I

   _____ Large group instruction has been geared towards recognizing short /a/ in closed syllables. After administering a follow-up test, the teacher identifies three students who have not mastered the concept. Small group instruction is then arranged and the concept is retaught.

   Case Study II

   _____ Jennifer, who is in a wheelchair, is often ignored on the playground. Her teacher procures another wheelchair and has her classmates take turns maneuvering about the school with it. They later discuss their reactions to this confinement and determine strategies to include Jennifer in more activities.

2. List three behaviors likely to be encountered with an L.D. student who has problems in language arts.

   a. _____

   b. _____

   c. _____

3. Match the behavior disorder with an appropriate strategy.

1. withdrawal	____ a. ignore inappropriate behavior
2. hyperactivity	____ b. encourage individual expression
3. perfectionism	____ c. provide for inclusion in group activity
4. regression	____ d. seat away from distracting activities

4. A child being treated for seizure control takes his medication at 8 a.m. and 12 p.m. An introduction to long division has been planned for the 11:00 math class. Choose your answers from the following:

   a. The teacher has responded to the needs of this child.
   b. Since the medication is waning, the child is more readily distracted and subject to seizures.
   c. The class proceeds as scheduled.
   d. The teacher's flexibility allows for instruction immediately following lunch.

PROGRAM III PACKET

Promoting Social Acceptance

Pre Test

Program III

List four ways that the teacher can help the student overcome handicapping conditions.

1.

2.

3.

4.

Upon receiving word that a physically handicapped student would join the class, Mr. Carter asked the physical therapist to come to talk to his class. List two possible benefits from this visit.

5.

6.

In addition, Mr. Carter procured a wheelchair and allowed volunteers to spend a portion of the day in it. In the follow-up discussion the class determined that the standard classroom arrangement would present obstacles to their new classmate.
Check any conclusion(s) that can be drawn from the given information:

___ 7. Mr. Carter has set an accepting tone towards the handicapped.

___ 8. Simulation activities were successful in sensitizing the students.

___ 9. The importance of enlisting family support has been recognized.

___ 10. The students discussed ways to make their classroom more accessible to a wheelchair.

Post Test

Program III

List four ways that the teacher can help the student overcome handicapping conditions.

1.

2.

3.

4.

Upon receiving word that a physically handicapped student would join the class, Mr. Carter asked the physical therapist to come to talk to his class. List two possible benefits from this visit.

5.

6.

In addition, Mr. Carter procured a wheelchair and allowed volunteers to spend a portion of the day in it. In the follow-up discussion the class determined that the standard classroom arrangement would present obstacles to their new classmate.
Check any conclusion(s) that can be drawn from the given information:

___ 7. Mr. Carter has set an accepting tone towards the handicapped.

___ 8. Simulation activities were successful in sensitizing the students.

___ 9. The importance of enlisting family support has been recognized.

___ 10. The students discussed ways to make their classroom more accessible to a wheelchair.

PROGRAM IV PACKET

Instructional Strategies

Pre Test

Program IV

Match the behaviors to the generalizations which describe them.

1. Jason's test results indicate that he is confused about regrouping in subtraction.
2. Jessie omits letters and words when copying from the board and does not print within the lines.
3. Carol regularly asks the teacher to have directions repeated.
4. James' desk is cluttered and his papers are sloppy.
5. Karen got out of her seat six times in fifteen minutes
6. Greg's explosive outbursts are endangering his classmates.
7. Janet got free time even though her math assignment which was a prerequisite for this privilege was incomplete.
8. Mrs. Smith is surprised that Sara who is usually cooperative, has refused to do her reading assignment.
9. Phillip completed numbers 1,2,3,5,11,13 and 21 on page twelve of his math book.
10. Mrs. Harper scolds Susan each time she gets up from her seat.

____ a. Use an "L" shaped frame.

____ b. Data from behavioral observations is helpful in planning management strategies.

____ c. Consistency is required to insure the success of a contingency contract.

____ d. Short-term memory deficits can manifest themselves as distractibility problems.

____ e. Analysis of the student's daily seatwork indicated that additional reinforcement activities were needed.

____ f. Moving from a vertical to a horizontal plane can be confusing to those having difficulties with spatial relations.

____ g. Teacher should provide the structure and organization which the child does not have.

____ h. Isolation from the class provides time for regaining control.

____ i. Maintaining open channels of communication is a means of dealing with discipline problems.

____ j. Reinforcing negative behaviors prolongs them.

Post Test

Program IV

Match the behaviors to the generalizations which describe them.

1. Jason's test results indicate that he is confused about regrouping in subtraction.
2. Jessie omits letters and words when copying from the board and does not print within the lines.
3. Carol regularly asks the teacher to have directions repeated.
4. James' desk is cluttered and his papers are sloppy.
5. Karen got out of her seat six times in fifteen minutes
6. Greg's explosive outbursts are endangering his classmates.
7. Janet got free time even though her math assignment which was a prerequisite for this privilege was incomplete.
8. Mrs. Smith is surprised that Sara who is usually cooperative, has refused to do her reading assignment.
9. Phillip completed numbers 1,2,3,5,11,13 and 21 on page twelve of his math book.
10. Mrs. Harper scolds Susan each time she gets up from her seat.

____ a. Use an "L" shaped frame.

____ b. Data from behavioral observations is helpful in planning management strategies.

____ c. Consistency is required to insure the success of a contingency contract.

____ d. Short-term memory deficits can manifest themselves as distractibility problems.

____ e. Analysis of the student's daily seatwork indicated that additional reinforcement activities were needed.

____ f. Moving from a vertical to a horizontal plane can be confusing to those having difficulties with spatial relations.

____ g. Teacher should provide the structure and organization which the child does not have.

____ h. Isolation from the class provides time for regaining control.

____ i. Maintaining open channels of communication is a means of dealing with discipline problems.

____ j. Reinforcing negative behaviors prolongs them.

EVALUATION

SCHOOL DISTRICT: _____

PROGRAM VIEWED: I, II, OR III

Circle rating for each item.	Excellent		Good		Poor
1. instructions for use of materials;	5	4	3	2	1
2. convenience of on-site delivery	5	4	3	2	1
3. effectiveness of technological innovations	5	4	3	2	1
4. content	5	4	3	2	1
5. usefulness of skills presented	5	4	3	2	1
6. overall evaluation	5	4	3	2	1

COMMENTS:

APPENDIX E

DEVELOPMENTAL DISABILITIES PROJECT

LEHIGH UNIVERSITY

IN CONJUNCTION WITH

CARBON-LEHIGH INTERMEDIATE UNIT

LIST OF PROGRAMS

Program 1: Introduction: Menu

Program 2: Characteristics of Learning Disabled, Emotionally Disturbed, and Physically Handicapped:
Defines mainstreaming, enumerates behaviors peculiar to the classroom setting and provides a few strategies for dealing with the above-mentioned exceptionalities.

Program 3: Promoting Social Acceptance:
Discusses the teacher's role in fostering peer acceptance of the handicapped. Provides specific suggestions and strategies.

Program 4: Instructional Strategies:
Provides specific ideas for selecting and adapting materials for use with students having various disabilities. Methods of evaluating instruction and behavioral strategies are discussed.

TURN PAGE FOR DIRECTIONS

HOW TO USE SONY. VIDEO RESPONDER VRS-100

- The displays on the monitor screen are shown on the left side of the sheet. The meaning of the displays are shown on the right.
- Once you select a program, just repeat the steps below.
  1) View the content recorded on the tape.
  2) Answer the questions by pressing the figure key(s) and the GO key.
- Never touch any control on the videocassette recorder (VTR) other than the POWER switch and the EJECT button. The VTR operates automatically.

1 **Turn the power on.** * Power will probably be on.

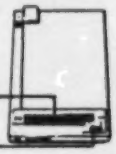
2

1. Choose Program you wish to view.
2. Get Program Packet from its container and COMPLETE THE PRE-TEST. (Except Program 1)

3

Select a program referring to the list of programs.

1. Press one of the figure keys.
   (For example, if you want to select Program 1, press the "1" key.)
2. Press the GO key.



- To cancel the figure key pressed, press the CLEAR key before pressing the GO key.
- To change the Program selected, press the CANCEL key.

4

Program 1 is searched for.

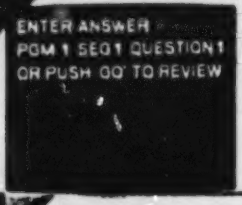
(Allow time for machine to automatically your program.)

5

Program 1 begins.

- To change a selected program, press the CANCEL key, and select a new program.
  •back to Step 4

6



Answer Question 1 of Segment 1 of Program 1
If you want to see Segment 1 again, press the GO key.*

* Questions are located in front (on the videoresponder.)

7 **Answer the questions.**

1. Press the appropriate figure key(s) —from 0 to 9.
2. Press the GO key.

- To cancel the pressed figure key(s), press the CLEAR key before pressing the GO key.

8 **When you finish the operation:**

1. Press the CANCEL key.
2. Return to Program Packet
3. TAKE POST-TEST (Except Program 1)
4. Complete EVALUATION.

SEGMENT TESTS FOR VIDEO RESPONDER

PROGRAM 1

INTRODUCTION

SEGMENT TESTS FOR VIDEO RESPONDER

Program 1

Introduction

Segment I

Question 1. Please Push 1 GO

SEGMENT TESTS FOR VIDEO RESPONDER

PROGRAM 2

CHARACTERISTICS OF LEARNING DISABLED,

EMOTIONALLY DISTURBED, AND PHYSICALLY HANDICAPPED

SEGMENT TESTS FOR VIDEO RESPONDER

Program 2

Characteristics of Learning Disabled,
Emotionally Disturbed, and Physically Handicapped

DIRECTIONS: COMPLETE PRE-TEST PRIOR TO BEGINNING THIS PROGRAM.

CHOOSE THE CORRECT ANSWER(S) BY PUSHING THE NUMBER

OF YOUR SELECTION(S) ON THE VIDEO RESPONDER.

Segment 1 - Mainstreaming

Question 1. Mainstreaming means:

(1) making sure the handicapped child is with the normal population whether it is appropriate or not.

(2) mixing of handicapped children with non-handicapped peers on a full-time or part-time basis when appropriate.

(3) moving special education classes from centers to regular buildings.

Segment 2 - Research on Mainstreaming

Question 1. Current studies indicate positive outcomes of the mainstreaming experience. Choose the outcome which applies to the following case study.

Case Study I

Nathan has returned to regular class after having been in a learning disabilities class. His desire to read and motivation in reading is poor. The teacher pairs him with another student for library. In September, Nathan usually borrows one book a week from the library while his partner takes two. By November, Nathan has begun taking three.

(1) Nonhandicapped provide effective learning and behavior models for the handicapped.

(2) Integrated settings foster an understanding of those that are different.

(3) Mainstreaming is successful when teachers become adept at managing instruction and classroom climate.

Segment 3 - General Characteristics of the Learning Disabled

Question 1. Identify the characteristics of a learning disabled child.

(1) disparity in academic areas

(2) lazy

(3) lag in development

(4) brain not processing effectively

(5) low intellectual ability

(6) doesn't try hard enough

Segment 4 - Classroom Functioning

Match behavior described in questions below with the specific disability:

(1) Reading (2) Math (3) Hyperactivity (4) Motor

Question 1. difficulty with abstract thinking

Question 2. inconsistent sound-symbol association

Question 3. responds to all visual and auditory stimuli

Question 4. difficulty orally communicating ideas

Question 5. clumsy, difficulty throwing, catching and hitting ball

Question 6. difficulty holding pencil

Segment 5 - Behavior Disorders: Withdrawal, Coping, Perfectionism

Question 1. When a student exhibits an "inability to cope" it would be beneficial to:

(1) break assignment into smaller parts.

(2) reduce level of difficulty and change mode of presentation.

(3) all of the above.

Question 2. The quiet, unobtrusive student would:

(1) require help from special supportive services.

(2) overreact to a situation.

(3) benefit from activities that involve her in group interaction.

(4) be valuable member of a class.

Segment 6 - Behavior Disorders: Regression, Insecurity, Hyperactivity, Agression

Question 1. Aggressive behavior can be diminished by:

(1) ignoring.

(2) giving praise at times when behavior is appropriate.

(3) responding aggressively.

Question 2. Regressive behavior in a student may inadvertently encourage a teacher to reinforce the inappropriate behaviors. However, to eradicate this behavior a teacher should:

(1) call the child's attention to the behavior.

(2) isolate child from the group.

(3) ignore the inappropriate and praise appropriate behavior.

Segment 7 - Physical Disabilities

Question 1. Physical Impairment:

(1) is coupled with mental retardation.

(2) allows the child to perform at the same rate as normal student.

(3) usually does not effect learning ability.

* *

PUSH [CANCEL] COMPLETE THE POST-TEST AND EVALUATION.

RETURN THE PACKET TO ITS ENVELOPE.

SEGMENT TESTS FOR VIDEO RESPONDER

PROGRAM 3

PROMOTING SOCIAL ACCEPTANCE

SEGMENT TESTS FOR VIDEO RESPONDER

Program 3

Promoting Social Acceptance

DIRECTIONS: COMPLETE THE PRE-TEST PRIOR TO BEGINNING THIS PROGRAM. FILL IN THE BLANKS BY PUSHING THE NUMBER OF YOUR SELECTION ON THE VIDEO RESPONDER.

Segment 1 - Insuring Successful Experiences

(1) family
(2) organization
(3) reinforcement
(4) classmate
(5) self confidence
(6) empathy
(7) repetition
(8) planning

Question 1. Through careful _____ and _____ teachers can insure that their students will be successful.

Question 2. The development of _____ is needed to overcome handicapping conditions.

Question 3. Telephone calls, awards, and take-home activities are means of enlisting _____ support.

DIRECTIONS: CHOOSE THE CORRECT ANSWER BY PUSHING THE NUMBER OF YOUR SELECTION ON THE VIDEO RESPONDER.

Segment 2 - Preparing Students to Accept the Handicapped

Question 1. Teachers' attitudes towards handicapped students

(1) depend upon proper peer interaction.
(2) are directly modeled by students.
(3) are usually very open.
(4) improve the longer the child remains in the class.

DIRECTIONS: FILL IN THE BLANKS BY SPELLING THE WORD ON THE VIDEO RESPONDER.

Segment 3 - Specialists Can Help

Question 1. Demonstrations given by specialists will _____ student anxieties towards handicapping conditions.

DIRECTIONS: FILL IN THE BLANKS BY SPELLING THE WORD ON THE VIDEO RESPONDER.

Segment 4 - Experiencing Handicaps

Question 1. Simulation activities allow students to experience a _____ first hand.

DIRECTIONS: FILL IN THE BLANKS BY SPELLING THE WORD ON THE VIDEO RESPONDER.

Segment 5 - Non-Competitive Games

Question 1. Even though handicapped youngsters cannot physically _____ with their peers, they can participate in group activities through non-competitive games.

DIRECTIONS: CHOOSE THE CORRECT ANSWER BY PUSHING THE NUMBER OF YOUR SELECTION ON THE VIDEO RESPONDER.

Segment 6 - Physically Handicapped in the Mainstream

Question 1. A physical disability usually only effects:

(1) the learning rate.

(2) need for relaxed standards.

(3) the slower performance of physical tasks.

Question 2. A teacher should be alert to his (her):

(1) overprotectiveness resulting in relaxed standards.

(2) inability to deal with the physical aspects.

(3) misplacedsympathies.

Question 3. Sources for teachers for establishing realistic goals for the handicapped are:

(1) students themselves.

(2) specialists and parents.

(3) all of the above.

• • • •

SEGMENT TESTS FOR VIDEO RESPONDER

PROGRAM 4

INSTRUCTIONAL STRATEGIES

SEGMENT TESTS FOR VIDEO RESPONDER

Program 4

Instructional Strategies

DIRECTIONS: COMPLETE THE PRE-TEST PRIOR TO BEGINNING THIS PROGRAM

FILL IN THE BLANKS BY PUSHING THE NUMBER OF YOUR SELECTION ON THE VIDEO RESPONDER. THESE TERMS APPLY TO SEGMENTS 1, 2 and 3.

1. hyperactive	4. length	7. formats	10. chapters
2. time limit	5. steps	8. distractible	11. distract
3. amount	6. quantity	9. attention	12. withdrawn

Segment 1 - Selecting Materials for the Distractible and Hyperactive

Question 1. Building attention span by providing a _____ on an activity and gradually increasing it from one day to the next, is a technique for working with distractible children.

Question 2. Try to find materials that can be divided into a series of _____.

Question 3. In this way, the child does not feel overwhelmed by the _____ of material and _____ of time it will take to finish it.

Question 4. Alternating seat-work activities with those that require movement provide for the needs of the _____ child.

Segment 2 - Selecting Materials for the Child with Memory Deficits

Question 1. The child with a memory problem requires considerable _____ of repetition and use of different _____ to teach the same skill.

DIRECTIONS: CHOOSE THE CORRECT ANSWER(S) BY PUSHING THE NUMBER OF YOUR SELECTION(S) ON THE VIDEO RESPONDER.

Segment 3 - Adapting Materials: Distractible

Question 1. Commercially prepared materials usually dictate a prescribed format for instruction therefore,

(1) rely upon the publisher's experience.

(2) identify the needs of your students and change the materials accordingly.

(3) follow the methods, goals and objectives provided in the teachers' manual.

(4) use the suggested enrichment activities to meet the needs of all your students.

Question 2. Window cards, frames and strips help focus the child's _____ by covering irrelevant material that can _____ the child.

DIRECTIONS: FILL IN THE BLANKS BY PUSHING THE NUMBER OF YOUR SELECTION ON THE VIDEO RESPONDER. THESE TERMS APPLY TO SEGMENTS 4 THROUGH 7.

1. appropriate	3. stimulation	5. feedback
2. motor	4. structure	6. eliminate

Segment 4 - Adapting Lengthy Materials

Question 1. Many materials are basically appropriate but contain too many elements. In order to adapt them, _____ some of these.

Segment 5 - Adapting Materials: Fine Motor

Question 1. Constant demands on _____ coordination necessitates providing students with opportunities to practice and develop these skills.

Segment 6 - Adapting Materials: Perceptually Handicapped

Question 1. Color cues, starting and stopping points supply perceptually handicapped students with the _____ they are unable to provide themselves.

Segment 7 - Evaluating Instruction

Question 1. The ongoing processes of asking questions, checking papers, and observing behaviors provide the teacher with _____ concerning the students' learning styles, abilities and needs.

DIRECTIONS: CHOOSE THE CORRECT ANSWER(S) BY PUSHING THE NUMBER OF YOUR SELECTION(S) ON THE VIDEO RESPONDER.

Segment 8 - Behavioral Observations

Question 1. During observations, it would be beneficial to

(1) set aside a whole period of instructional time.

(2) select one behavior and a certain time period.

(3) notice all behaviors which are impeding the student's progress.

(4) only observe the child's performance on school tasks.

DIRECTIONS: FILL IN THE BLANKS BY PUSHING THE NUMBER OF YOUR SELECTION ON THE VIDEO RESPONDER. THESE TERMS APPLY TO SEGMENTS 9 THROUGH 13.

1. active listening	3. reinforcers	5. non-judgmental	7. student
2. clear	4. time out	6. change	8. eradicate

Segment 9 - Behavior Modification

Question 1. An attempt to _____ behavior through consistently reinforcing good behavior and ignoring or punishing unacceptable behavior is called behavior modification.

Segment 10 - Contingency Contracting

Question 1. _____ involvement is an important factor in contingency contracting. The terms of the contract should be _____ and enforceable.

DIRECTIONS: CHOOSE THE CORRECT ANSWER(S) BY PUSHING THE NUMBER OF YOUR SELECTION(S) ON THE VIDEO RESPONDER.

Segment 11 - Point Economy

Question 1. When learning a new behavior

(1) the appropriate behavior should be reinforced each time it occurs.

(2) it should be rewarded on an intermittent basis.

(3) diminish the reward quickly.

(4) rewarding should be terminated immediately upon successful completion.

Segment 12 - Time Out

Question 1. When using time out, do not provide any _____ while the student is in the designated area.

Segment 13 - Active Listening

Question 1. Teachers who maintain order through _____ communication are involved in active listening.

* *

PUSH CANCEL COMPLETE THE POST-TEST AND EVALUATION.

RETURN THE PACKET TO ITS ENVELOPE.

ANSWERS

PROGRAM II

Segment I	2	
Segment II	1, 2	
Segment III	1, 3, 4	
Segment IV	1. 2	4. 1
	2. 1	5. 4
	3. 3	6. 4
Segment V	1. 3	2. 3
Segment VI	1. 2	2. 3
Segment VII	1. 3	

PROGRAM II Pre/Post Test

1. c, b

2. reversals, sound-symbol relationships, confusion of letters, inability to communicate orally

3. 4
   3
   1
   2

4. b, d

ANSWERS

PROGRAM III

Segment I
1. 2, 8
2. 5
3. 1

Segment II 1. 2

Segment III allay

Segment IV handicap

Segment V compete

Segment VI
1. 3
2. 1
3. 3

PROGRAM III Pre/Post Test

1. adjust goals
2. adapt curriculum
3. opportunity for reinforcement
4. proceed at own pace
5.
6. optional from this list:
   a. develop empathy for handicapped
   b. allay fears and anxieties
   c. provide an outlet for childhood inquisitiveness
   d. provide necessary background information for the teacher
7. ✓ (check)
8. ✓ (check)
9.
10. ✓ (check)

ANSWERS

PROGRAM IV

Segment I	1. time 2. limit 3. steps 4. amount 5. length 6. hyperactive
Segment II	1. amount 2. formats
Segment III	1. 2 2. attention, distract
Segment IV	eliminate
Segment V	motor
Segment VI	structure
Segment VII	feedback
Segment VIII	2
Segment IX	change
Segment X	1. student 2. clear
Segment XI	1
Segment XII	Time Out
Segment XIII	1. active 2. listening

PROGRAM IV Pre/Post Test

9
5
7
3
1
2
4
6
8
10